



NOVA PIONEER

SCHOOLS FOR INNOVATORS & LEADERS

At-Home Learning Pack Term 1 2020

Week of: 6 April - 9 April

Grade: 4

Recommended Schedule for



Monday 6 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Catch up on previous activities	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Multiples and factors	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Sarufi: Ngeli ya U-I Mifano ya nomino na sentensi katika umoja na wingi.	N/A
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	CRE: The Easter Story	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Minute to win it *EAT THE COOKIE WITH NO HANDS *THREAD THE PASTA * PAPER PLATE TOSS	https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/
1:45 - 2:30	Exploration	Family Lockdown Challenge Setting a Vision	https://bit.ly/2R6lblq

Recommended Schedule for



Tuesday 7 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Create a dance routine	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Multiplying and dividing	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kusoma Ufahamu: Ufahamu wa Janga la Virusi vya Korona.	Taarifa kuhusu virusi vya Korona https://www.dw.com/sw/idha-a-ya-kiswahili/s-11588
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Science: Vertebrates & Invertebrates	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Minute to win it *ROLL THE MARBLE *PING PONG BALL TOSS * CREATE AN OBSTACLE COURSE	https://www.hellowonderful.co/post/minute-to-win-it-games-for-kids/
1:45 - 2:30	Exploration	Family Lockdown Challenge Setting a Goal	https://bit.ly/2R6lblq

Recommended Schedule for



Wednesday 8 April

Time	Subject	Learning Experiences	Online Support Activities
8:00 - 9:00	English & Writer's Workshop	Create a puppet show	N/A
9:00 - 9:15	Break		
9:15 - 10:15	Mathematics	Multiplying and dividing	N/A
10:15 - 10:30	Break		
10:30 - 11:15	Kiswahili	Kusikiliza Hadithi	Video Hadithi ya Oliver Twist.
11:15 - 11:30	Break		
11:30 - 12:15	Science, Social Studies, CRE	Social Studies: How people depend on one another	N/A
12:15 - 1:00	Lunch		
1:00 - 1:45	Movement	Minute to win it *BALL STRAW BLOWER RACE *PAPER CUP STACKING * BALANCE THE DIE	https://www.hello wonderful.co/post/minute-to-win-it-games-for-kids/
1:45 - 2:30	Exploration	Family Lockdown Challenge Daily Activities & Themed Days	https://bit.ly/2R6lblq

Recommended Schedule for



Thursday, 9 April

Choose fun activities for the last day of Term 1!

Online Activities	Offline Activities
Visit a museum at Google Arts & Culture: https://artsandculture.google.com/	Write a play, and act it out!
Take a tour of the universe at the Hayden Planetarium: https://bit.ly/2V8nHZN	Set up a treasure hunt for others in the house. Write a series of clues to lead them to the treasure!
Write your name in ancient Egyptian hieroglyphics: https://bit.ly/2wZ1NzZ	Design the best paper airplane possible! Build several versions until you perfect it.
Visit the surface of Mars: https://accessmars.withgoogle.com/#	Interview the members of your household and write a home newsletter with your findings.
Learn how to draw cartoons: https://bit.ly/341jn2r	Make a scrapbook with items from your childhood.
Go on a virtual expedition around the world using Google Earth http://tiny.cc/onncmz	Create a daily morning meeting to check in with everyone
Pixar in a Box: Learn how animation movies are made on Khan Academy https://www.khanacademy.org/partner-content/pixar	Come up with one themed day per week and dress up
Complete a coding challenge on Hour of Code https://www.khanacademy.org/hourofcode	Create a shout out jar at home

Literacy & Writer's Workshop Activities

Monday, 6 April

Time: 60 minutes

Learning Goal:

Students will work on any activity from previous weeks which they were unable to complete.

Materials Required:

- Notebooks

Instructions for Learning:

Today you will have the opportunity to catch up on activities you may have been unable to finish:

- Select any Literacy activity you were unable to complete from the previous work packs to work on today.

Tuesday, 7 April

Time: 60 minutes

Learning Goal:

Students will create a dance routine.

Materials Required:

- None

Instructions for Learning:

Today, you will get moving!

- Choose one of your favourite songs.
- Create a dance routine with various steps.
- Find a sibling or parent to perform your dance routine for.

Wednesday, 8 April

Time: 60 minutes

Learning Goal:

Students will create a puppet show.

Materials Required:

- Old socks
- Notebook

Instructions for Learning:

- Find some old socks to use as characters in a puppet show.
- Create a short story for your puppet show:
 - Create characters, a setting, and a plot for your story.
 - Write your story in your notebook.
 - Once done, act out your puppet show.

+ Mathematics Activities

Monday, 6 April

Time: 45 minutes

Materials Required:

- Exercise book
- Pen or pencil
- Workbook A page 35 – 38, Review 1

Learning Goal:

The student will revise work on factors and multiples

Instructions for Learning:

Mental maths warm-up. Your child must:

1. List all the factors of 16. (1, 2, 4, 8, 16)
2. List all the factors of 12. (1, 2, 3, 4, 6, 12)
3. What are the common factors of 16 and 12? (1, 2, 4)
4. What is the first common multiple of 4 and 5? (20)

She can mark her answers and get a mark out of 15, one for each correct number.

Some more questions that check for understanding of factors and multiples:

- Are these numbers multiples of 8, or factors of 8? How do you know?
8, 16, 24, 32, 40.
(**Multiples.** Each number is 8 **multiplied** by another number. Each number is **greater** than or equal to 8.)
- What are all the factors of 8? (1, 2, 4, 8)
- Are these numbers multiples of 10, or factors of 10? How do you know?
1, 2, 5, 10.
(**Factors.** Each number **divides** exactly into 10.
Each number is **less** than or equal to 10.)
- What are the first five **multiples** of 10? (10, 20, 30, 40, 50)
- What three numbers are factors of 20 and also multiples of 5 at the same time? (5, 10, 20)

Example:

Factors of 18 are 2, **3, 6, 9, 18.**

Multiples of 3 are **3, 6, 9,** 12, 15, **18.**

- Is 3 a common factor of 18 and 28?
(No. $3 \times 6 = 18$, but $3 \times 9 = 27$, so 3 can't be a factor of 28.)
- Is 56 a common multiple of 4 and 7?
(Yes. One way to show this: $7 \times 8 = 56$, but $8 = 4 \times 2$, so

Next, your child can complete her workbook: *Workbook A page 35 – 38, Review 1*

Tuesday, 7 April

Time: 45 minutes

Materials Required:

- Worksheet provided below
- Exercise book, pen or pencil

Learning Goal:

The student will

multiply 3-digit numbers by 1-digit numbers

Divide by one digit numbers

Instructions for Learning:

1. Start with the mental maths below.

Students write down the answers as quickly as they can:

- | | |
|---------------------------|---------|
| 1. 5×7 | (35) |
| 2. 50×7 | (350) |
| 3. 50×70 | (3 500) |
| 4. 500×7 | (3 500) |
| 5. 700×5 | (3 500) |
| 6. 700×10 | (7 000) |
| 7. 3×8 | (24) |
| 8. $3 \times 8 \times 10$ | (240) |
| 9. 30×80 | (2 400) |
| 10. 300×8 | (2 400) |

2. Your child needs to work through the explanations provided below for multiplying and dividing.

Note: Students need to develop a “common sense” approach to multiplying by a one-digit number. Common sense is using times tables, breaking down numbers into their place values, or breaking down numbers into numbers that are easy to multiply or divide.

Multiplying 3-digit numbers by 1-digit numbers

Example 1: 232×3

Break down 232: $200 + 30 + 2$
 Multiply by 3: $600 + 90 + 6$
 Add: 696

Example 2: 235×7

Break down 235: $200 + 30 + 5$
 Multiply by 7: $1\,400 + 210 + 35$
 Add: $1\,610 + 35 = 1\,645$

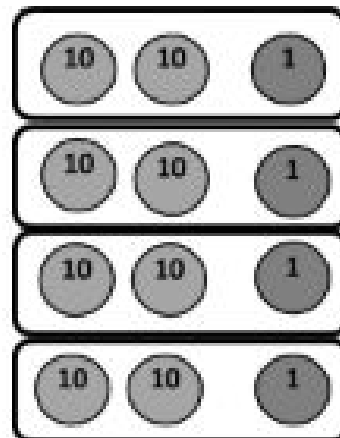
Dividing by 1-digit numbers

Use multiplication to work out division. We know that if $20 \times 3 = 60$, then $60 \div 3 = 20$.

Example 3: $84 \div 4$

$80 \div 4 = 20$ and $4 \div 4 = 1$
 So $84 \div 4 = 21$

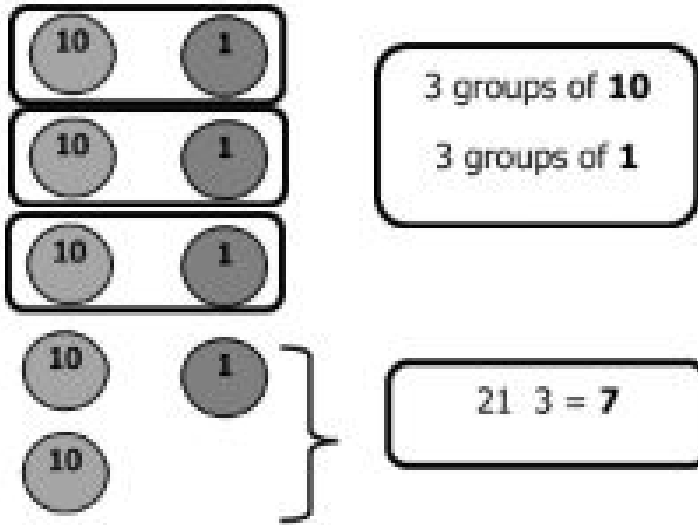
We can also do this using counters:
 84 divided into 4 groups can be shown with counters:



There are 2 tens and a one in each group. So the answer is 21.

There are 2 tens and a one in each group. So the answer is 21.

Example 4: $54 \div 3$



$$10 + 1 + 7 = 18$$

$$54 \div 3 = 18$$

Let's Check

1. Multiply.

a) $5 \times 7 = \underline{\quad}$ b) $5 \times 70 = \underline{\quad}$ c) $5 \times 700 = \underline{\quad}$

2. Divide.

a) $9 \div 3 = \underline{\quad}$ b) $90 \div 3 = \underline{\quad}$ c) $900 \div 3 = \underline{\quad}$

3. Multiply.

a) $21 \times 4 = \underline{\quad}$ b) $35 \times 3 = \underline{\quad}$

c) $68 \times 9 = \underline{\quad}$ d) $471 \times 6 = \underline{\quad}$

4. Divide.

a) $69 \div 3 = \underline{\quad}$ b) $82 \div 7 = \underline{\quad}$

c) $550 \div 4 = \underline{\quad}$ d) $903 \div 8 = \underline{\quad}$

Answers:

1a) 35 b) 350 c) 3500

2a) 3 b) 30 c) 300

3a) 84 b) 105 c) $70 \times 9 = 630$, so $68 \times 9 = 612$... or $68 \times 10 = 680$, so $68 \times 9 = 680 - 68 = 612$

d) $471 \times 6 = 400 \times 6 + 70 \times 6 + 1 \times 6 = 2400 + 420 + 6 = 2826$

4a) 23 b) 11 rem 5

- c) $400 \div 4 = 100$ and $100 \div 4 = 25$ and $50 \div 4 = 12 \text{ rem } 2$, so $550 \div 4 = 137 \text{ rem } 2$
 d) $903 \div 8 = 100 + 25 \text{ rem } 3 = 125 \text{ rem } 3$

Wednesday, 8 April

Time: 45 minutes

Materials Required:

- Worksheet provided
- Exercise book, pen or pencil

Learning Goal:

The student will multiply 3-digit numbers by 1-digit numbers

Divide by one digit numbers

Instructions for Learning:

Worksheet:

1. Adrian has 2 boxes of cookies. There are 14 cookies in each box. How many cookies are there in the 2 boxes?
2. Lisa has 2350 stamps. Yani has 3 times as many stamps as Lisa. Use number discs (or blocks and a place value chart) to show how to find the total numbers of stamps Yani has.
3. Mrs Ye buys 2 airplane tickets. Each airplane ticket costs \$1403. How much do the two tickets cost altogether?

4. Multiply

(a) $2000 \times 4 = \underline{\hspace{2cm}}$ (b) $3 \times 1000 = \underline{\hspace{2cm}}$

(c) $5 \times 4000 = \underline{\hspace{2cm}}$ (d) $7000 \times 6 = \underline{\hspace{2cm}}$

5. Multiply 2131 by 3.

$2131 \times 3 = \underline{\hspace{2cm}}$

6. Find the product of 1143 and 2.

$$\begin{array}{r} 1143 \\ \times \quad 2 \\ \hline \end{array}$$

$1143 \times 2 = \underline{\hspace{2cm}}$

7. Multiply. Check if your answers are reasonable.

(a) $3233 \times 3 = \underline{\hspace{2cm}}$ (b) $4 \times 1201 = \underline{\hspace{2cm}}$

Answers:

1. 28 cookies in 2 boxes.
2. $2350 \times 3 = 6000 + 900 + 150 = 7050$ stamps
3. \$2806
4. a) 8000 b) 3000 c) 20 000 d) 42 000
5. $2131 \times 3 = 6393$
6. $1143 \times 2 = 2286$
7. a) $3233 \times 3 = 9699$ (b) $4 \times 1201 = 4804$

🗨️ Kiswahili Activities (KE)

Monday, 6 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kutambua nomino katika ngeli ya LI-YA na kuzitumia katika sentensi.

Vifaa Vinavyohitajika:

- Chati yenye sentensi katika ngeli ya LI-YA.
- Kalamu
- Penseli
- Daftari

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi ataendelea kujikumbusha kuhusu nomino katika ngeli ya LI-YA.
 - Je, Ngeli ni nini? Chukua dakika moja kujikumbusha. Unaweza kurejelea kazi ya hapo awali ili kupata maelezo sahihi.
 - **Kamilisha maelezo haya.** Ngeli ni _____
- _____
- _____

Tazama mifano hii.



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Miti mifupi **i**naonekana



Muwa mtamu **u**taliwa



Miwa mitamu **i**taliwa



Mlima huu **u**napendeza



Milima hii **i**napendeza



Mshumaa **u**namulika



Mishumaa **i**namulika



Mkuki **u**mehifadhiwa vizuri



Mikuki **i**mehifadhiwa vizuri.

- Nomino katika ngeli ya **U-I** huanzia kwa **M** au **MW** katika umoja na kisha wingi wake huanzia kwa **MI**.
- Unapozitumia katika sentensi yenye vitensi ndipo utakapogundua kiambishi **u** katika umoja na **i** katika wingi. Tazama viambishi vilivyandikwa kwa rangi nyekundu katika mifano iliyoko hapo juu.

Zoezi A : Andika kwa wingi au umoja. Pigia mstari viambishi vya umoja(u) na wingi(i).

Umoja

wingi

1. Mkono umeoshwa kwa maji na sabuni. _____
2. Mfano umeandikwa kitabuni. _____
3. Mkoba utanunuliwa kesho. _____
4. _____. Miguu iliumia sana.
5. _____. Milango imepakwa rangi.

Zoezi B. Tunga sentensi (umoja na wingi) ukitumia nomino hizi.

1. Mhogo- Mihogo.

2. Mpira-Mipira

3. Mtego -Mitego

4. Mwezi -Miezi

5. Mlima-Milima

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Tuesday, 7 April

Muda: Dakika 45

Vifaa Vinavyohitajika:

- Kifungu cha ufahamu.
- Penseli

Lengo la Somo:

Mwanafunzi aweze kusoma ufahamu na kuyajibu maswali kutoka katika ufahamu huo.

Maagizo ya Somo:

- Katika kipindi hiki mwanafunzi atasoma ufahamu kuhusu suala ibuka virusi vya Korona na kisha kuyajibu maswali.

Janga la Korona.

Hiki ni kirusi cha aina gani?

Corona ni jamii kubwa ya virusi vinavyosababisha maradhi kwa wanyama na binadamu. Kwa binadamu, jamii kadhaa za virusi vya Corona vinafahamika kusababisha maambukizi kwenye njia ya hewa na mfumo wa upumuaji. Maradhi yaliyowahi kusababisha madhara makubwa kutokana na virusi vya Corona ni pamoja na MERS na SARS yaliyozuka mwanzoni mwa miaka ya 2000. Kirusi cha Corona kilichogundulika hivi karibuni kinasababisha ugonjwa unaofahamika kama COVID-19.

COVID-19 ni nini?

COVID-19 ni ugonjwa wa kuambukiza unaosababishwa na virusi vya Corona. Virusi hivyo vipya havikuwa vikifahamika hapo kabla na sayansi ya tiba. Na vilianza nchini China mwezi Disemba mwaka 2019.



Dalili za Corona ni zipi?

Dalili kuu za Corona ni pamoja na Homa kali, Uchovu na Kikohozi kikavu na zinatokea taratibu. Dalili kubwa na inayoweza kutia hofu, ni mtu kukosa pumzi. Lakini isikutishe, ni mtu 1 pekee kati ya watu 6 walioambukizwa virusi vya Corona hufikia dalili hiyo ya hatari. Na asilimia 80 ya walio na virusi hivyo hupata nafuu bila kuhitaji msaada wa matibabu.

Makundi yaliyo kwenye hatari zaidi ni yapi?

WHO inasema wazee na watu wenye magonjwa ya kudumu kama Shinikizo la Damu, Kisukari, Matatizo ya Figo ndiyo walio kwenye hatari zaidi ya kuathika pindi wanapopatwa na virusi vya Corona. Watu wa umri wa wastani na wenye afya imara wanaweza kupata virusi vya Corona na kupona bila kuhitaji matibabu.

Virusi vya Corona vinasambaa vipi?



Watu wanaweza kupata Virusi vya Corona kutoka kwa watu walioambukizwa. Virusi vinaweza kusambaa kupitia maji maji kutoka kwenye pua au mdomo wa aliyeathirika. Iwapo mtu anagusa maji maji kama mafua, mate na makohozi ya mtu aliye na virusi na kisha kujigusa mdomo, macho na pua anaweza kupata virusi vya Corona.

Ninaweza kujikinga vipi na Virusi vya Corona?

1. Nawa vizuri na kila wakati mikono yako kwa maji ya vuguvugu, sabuni au dawa za kuua vijijidudu kwa angalau sekunde 20.
2. Kaa umbali wa angalau hatua mbili (2) kutoka mtu anayepiga chafya au kukohoa.
3. Epuka kushika macho, pua na mdomo kwa mikono isiyo safi kwa sababu mikono hushika sehemu nyingi na ni rahisi kubeba vimelea vya maradhi.
4. Hakikisha wewe, na walio karibu yako wanazingatia ustaarabu wa kuzuia pua na mdomo wakati wa kukohoa au kupiga chafya.
5. Baki nyumbani ikiwa hujisikii vizuri. Iwapo una mafua makali, homa, kikohozi na kushindwa kuhema nenda hospitali kwa sababu huko wataalamu watakupatia msaada muhimu
6. Epuka kuwa sehemu yenye msongamano, kama vyombo vya usafiri, maduka na maeneo yenye yenye mgandamizo wa hewa.
7. Nunua kifunika mdomo na pua na kukivaa ukiwa kwenye mikusanyiko.
8. Fuatilia taarifa za afya na matangazo yake kuhusu virusi vya Corona.

Kwanini watu wanawekwa karantini?

Kwa ufupi neno Karantini linamaanisha kuwa chini ya uangalizi. Watu wenye dalili au wanaotokea maeneo yenye maambukizi makubwa ya virusi vya Corona hulazimikwa kuwekwa karantini (kutengwa na watu wengine) ili kufuatilia afya yao kwa karibu na kuzuia kueneza virusi. Ukiambiwa unapaswa kuwekwa Karantini, usiogope. Ni kwa ajili ya afya yako na wengine.

Virusi vya Corona vina tiba?

Hadi sasa hakuna tiba au chanjo dhidi ya virusi vya Corona lakini kwa sababu virusi hivyo vinaleta dalili mfano wa zile za mafua makali, mchanganyiko wa tiba unatumika kupunguza athari za virusi vya Corona.

Ninapaswa kuwa na hofu?

Hapana. Hupaswi kuogopa wala kuwa na hofu. Bali unapaswa kuchukua tahadhari. Kila mtu duniani yuko kwenye uwezekano wa kupata virusi vya Corona lakini kama tulivyokufahamisha, athari zake bado hazitishi. **(Taarifa hii imetolewa kutoka katika wavuti wa Idhaa ya Kiswahili ya DW) Unaweza soma taarifa zaidi hapa <https://p.dw.com/p/3ZMuk>**

Maswali.

1. Virusi vya Korona husababisha ugonjwa upi? _____
2. Kisa cha kwanza cha virusi vya Korona kiliripotiwa nchi gani? _____
3. Taja dalili zozote tatu za ugonjwa wa COVID-19.
 - a) _____
 - b) _____
 - c) _____
4. Taja njia zozote tano za kujikinga dhidi ya virusi vya Korona.
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____

Wednesday, 8 April

Muda: Dakika 45

Lengo la Somo:

Mwanafunzi aweze kusikiliza hadithi kwa makini kisha aandike muhtasari wa hadithi hiyo.

Vifaa Vinavyohitajika:

- [Video_Hadithi ya Oliver Twist.](#)
- **Kalamu**
- **daftari /Karatasi.**

Maagizo ya Somo:

- Kuna hadithi yoyote ile unayoikumbuka? Itumie kukamilisha sehemu hii.(dakika 10)

1. Kichwa cha hadithi_____
2. Wahusika_____,_____na_____
3. Ilihusu nini?_____
4. Kuna jambo ambalo si la kawaida lililotokea katika hadithi?_____
5. Ni jambo lipi lilikushangaza sana katika hadithi hiyo?_____

- Tumia muda huu kusikiliza kwa makini [hadithi ya Oliver Twist.](#)
- Itachukua muda wa dakika 16.

Muhtasari wa hadithi ya Oliver Twist.

Movement Activities

Monday, 6 April

Time: 20-30 min

Learning Goal:

Students will compete in a minute to win it competition with family members

Students will eat a cookie without using their hands

Students will pick up macaroni with a piece of spaghetti without their hands

Students will toss a paper plate and see how many the can get in

Materials Required:

- Any cookie (round cookie - Oreo)
- Macaroni - 5 pieces per person
- Spaghetti - 1 per person
- Toilet roll / Paper towel roll
- Paper plates
- Scissor
- Tape
- Family members
- Stopwatch
- Paper
- Pen

Instructions for Learning:

- Students will play minute to win it:

EAT THE COOKIE WITH NO HANDS

- Place a cookie on your forehead and try to eat it without hands.
- The person who can catch the cookie in their mouth in the shortest time wins.
- Note this was extremely difficult with an Oreo cookie which is what we used! Try it with a smaller cookie maybe animal cracker



THREAD THE PASTA

- You will need spaghetti noodles and penne pasta

- Lay out some penne on a table and give each child a spaghetti noodle to place in their mouth.
- Winner is the one who can thread the most penne pasta in the shortest time only using their mouth.



PAPER PLATE TOSS

- Take a paper towel roll and tape to the floor. Cut out inner circles from various paper plate sizes. Do a paper plate toss.
- How many can you get in in how many seconds/minutes? Make it more challenging by scooting further back!



Tuesday, 7 April

Time: 20-30 min

Learning Goal:

Students will continue with minute to win it game

Students will need to keep the marble on the ramp for as long as possible

Students will need to bounce the balls so that it falls on top of the containers

Students will walk through an obstacle course without touching / breaking the tape

Materials Required:

- Plastic spoon
- Marble / any small round object
- Cardboard / shoe box / tray / cutting board
- Paper tubes / rolls - different heights / containers
- Tape
- Foil
- Light ball / ping pong balls / Foil balls / Balls made out of plastic
- Stopwatch
- Family members

Instructions for Learning:

- Minute to win in competition:
ROLL THE MARBLE

- You will need a plastic spoon and marble
- A slanted base, you can use use a slanted long cardboard box
- Use the back of the spoon to keep the marble from rolling off.
- Winner is the one who can keep the marble on the ramp the longest time.



PING PONG BALL TOSS

- Use varying paper tubes in heights and use painter's tape to tape down the floor or you can even insert them on top of a cardboard box and hot glue down. Place foil over the opening and ping pong balls on top so they don't fall down.

- Tip: If you have large colored plastic balls you don't need the foil. Use a ball or make your own (we crumpled a piece of leftover foil!) to knock down the balls. Or if you have a Nerf Gun, you can use that too.



CREATE AN OBSTACLE COURSE - Using Crepe Paper

- Take a roll of crepe paper and tape lines across a hallway wall. Zig the lines high and low. Encourage kids to walk through without breaking the crepe paper!



Wednesday, 8 April

Time: 20-30 min

Learning Goal:

Students will continue with minute to win it game

Students will blow a ping pong ball as fast as they can

Students will stuck the paper cups as high as they can in a minute

Students will balance as many dices as possible on a popsicle stick in a minute

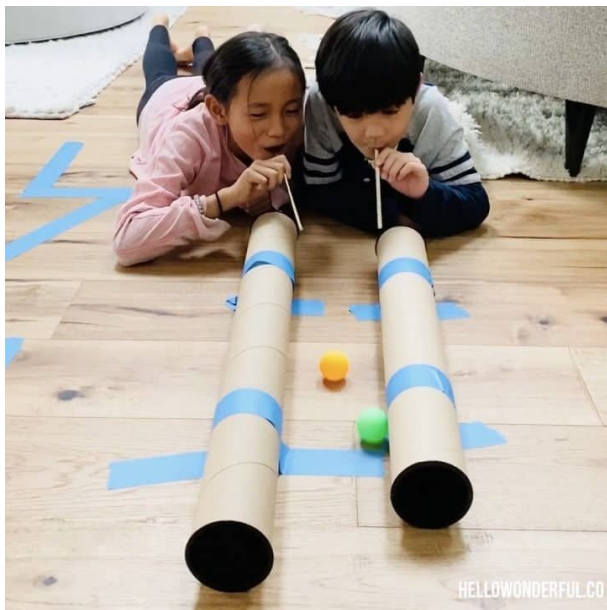
Materials Required:

- Paper tubes / any long round shape
- Straws
- Light balls / Ping pong balls
- Paper cups / plastic cups
- Popsicle sticks - 1 per person
- Dices / marshmallows / any flat porridge / biscuits
- Stopwatch
- Family members

Instructions for Learning:

BALL STRAW BLOWER RACE

- Take two paper tubes and tape to the floor. Give each kid a straw and do a ping pong ball race!
- If the ping pong is too easy to blow, use a heavier ball or object. Test out different ones – the experimentation in creating different variations of games is also fun!



PAPER CUP STACKING

- Recycle and reuse paper cups into a fun stacking game. How high can you go?! Get the little ones to help bring and stack cups too!



BALANCE THE DIE

- You will need at least 8-10 dice
- Popsicle sticks (the slightly wider ones are great)
- Winner is the one who can balance the most die in the shortest time.



Exploration Activities

Monday, 6 April

Time: 45 mins

Learning Goal: Students & guardians will

- Set a vision for their 21 day lockdown challenge

Materials Required:

- Survival Guide
<https://bit.ly/2JvWmLv>

This survival guide was put together by our superstar dean of instruction at Midrand called Tsholo. Please contact Tsholo (tmoyo@novapioneer.com) if you have any questions about this survival guide or just want to give him your appreciation.

Instructions for Learning:

21 DAY LOCKDOWN SURVIVAL KIT



Connectedness

The next few weeks are probably going to feel long and stressful, and they might even lead to a little cabin fever here and there, but we have the solution for that.

The next few weeks are a great opportunity to not only spend time with your children, but actually get to know them and help them develop their EQ a little bit more daily.

This survival kit has a few daily activities and ideas that can help with connecting with your child and also remind them of our culture principles while their home.

Happy connecting!



Day 1

Setting a Vision

Setting boundaries and parameters for the home is very important. The next 21 days will require the whole family to come together and make the stay at home as palatable as possible for everyone involved **(not just parents)**. Start by setting the vision for the whole family together. Ask questions like:

- What does a happy space look like for you?
(1 word)
- How should we treat each other?
- What does our home look during these 21 days?

Use the list of words to create one common statement for your families vision
eg. We commit to...



Tuesday, 7 April

Time: 45 mins

Learning Goal: Students & guardians will

- Set a goal for their 21 day lockdown challenge

Materials Required:

- Survival Guide
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Instructions for Learning:

Day 1

Setting Goals

Now the next few weeks might feel like they are dragging for the whole family, but not if each person uses this time to set a goal for themselves that they would like to reach by the end of the lockdown. This is also an opportunity to develop your child's interests and also assist them in obtaining new, healthy habits.

Remember, it takes 21 days to start a new habit

Here are a few things to take into consideration:

- The goal needs to be attainable in 3 weeks and require effort to obtain.
- The whole family needs to set a specific goal (losing weight, writing, learning how to cook etc)
- It is important to keep at it! DO NOT GIVE UP!
- Write everyone's goal and put it on the fridge so that the whole family can refer back to it

#ALWAYSGROWING



Wednesday, 8 April

Time: 45 mins

Learning Goal: Students & guardians will

- Choose a daily activity from the lockdown challenge booklet
- Continue with the lockdown challenge throughout the holidays

Materials Required:

- Survival Guide
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Instructions for Learning:

Daily Activities

Creating daily activities for you and your child/ren will set a tone of consistency in the household and also allow kids to start taking ownership of certain tasks that will empower them a bit more. Your options are

- Morning Meeting
- Jar fillers / Shout outs
- Behaviour Management Chart
- Hugging Vouchers
- Family Recipe Book
- Dinner Talk

Commit to one daily activity.

Themed Days

Try these activities daily to bring joy and fun around the household and set a routine that will keep the whole family engaged and entertained while being reflective.

Commit to one themed day per week.

For all the goodies, please see this link: <https://bit.ly/2JvWmLv>

Monday, 6 April (CRE)

Time: 45 minutes

Materials Required:

- Bible

Learning Goal:

Students will be able to learn why we celebrate Easter.

Instructions for Learning: Read the bible verse **Romans 5:8**

But God demonstrates his own love for us in this: While we were still sinners, Christ died for us." Romans 5:8

Write down what the bible verse means.

Read Matthew 28:1-10 (The Resurrection)

Answer the following questions:

1. Who were the first disciples to visit the tomb?
2. When did they go to visit the tomb?
3. What happened as the women approached the tomb?
4. What did the women see when they got to the tomb?
5. What happened to the guards?
6. What did the angel say to the women?
7. What did the women do when they heard this Good News?

Tuesday, 7 April (Science)

Time: 45 minutes

Materials Required:

- N/A

Learning Goal: Students will be able to Distinguish between vertebrate and invertebrate.

Instructions for Learning:

One way that scientists classify animals is by whether they are vertebrates, or invertebrates. Let's watch a video to see what an invertebrate is, and what an invertebrate is. By the end of the video, I want you to be able to give the definition of both terms.

What is a vertebrate?

What is an invertebrate?

SORTING ACTIVITY: Sort the first list according to vertebrates and invertebrates. Starfish, giraffe, butterfly, shark, bat, dog ant, jellyfish, bird, beetle.

Vertebrates	Invertebrates

